



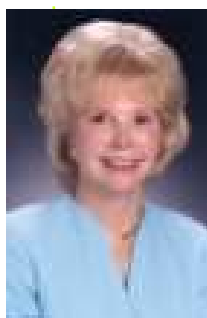
21st Century Community Learning Centers



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Welcome!



The Maryland State Department of Education is please to launch this publication with a focus on extended learning opportunities. This newsletter is an opportunity to share the many ways that children in Maryland experience supported learning and development through a variety of programming.

As providers we know that after school and summer programs have a statistically significant positive impact on

student achievement in reading and mathematics. In addition to improving the academic achievement and self-confidence of students, these programs keep students safe and help working families. Students in these programs are less likely to be involved in crime and more likely to have better grades and behavior than their peers who are left with nothing to do after school. In Maryland, researchers found that the

more successful schools were seeing consistent academic gains as a result of extended day programs. We are doing great work in Maryland. The excitement of what after school programming can offer to students, families, schools and communities is growing every year. ~ Dr. Nancy Grasmick, State Superintendent of Schools

Downtime idea...

Make the most of drop-off & pick-up times with a

Graffiti Wall!

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21st Century Community Learning Centers Summer Institute

The 21st CCLCs Summer Institute hosted a very special treat for Maryland attendees Wednesday, July 8, 2009.

Congratulations are in order for the Baltimore Urban Gardening with Students (BUGS) 21st Century Community Learning Center!

During the evening reception, the U.S. Department of Education and the Charles Stewart Mott Foundation awarded BUGS as a recipient of the 2009 William S. White 21st Century Com-

munity Learning Centers Program Of Distinction Award.



The William S. White award has been given to either individuals who have dedicated work, time, and effort in the service of children, schools, and communities, or in recognition of 21st CCLC programs of distinction. *Great job BUGS Team!*

Among the Institute offerings were sessions such as Building Staff Capacity; Developing Program for Older Youth; Technology in After School Activities; Strategies for Rural Programs; Using Evaluation Results to Inform Program Improvement; and Service Learning and Character Education in After School Programs, to name a few.



Coordinator's Corner



Welcome to 21st Century Community Learning Center's first newsletter!

We are thrilled to have so many different programs representing elementary, middle and high schools across our wonderful state. This newsletter will highlight different 21st CCLC programs throughout the year, as well as act as a forum for us to communicate with one another.

We understand the work you do is very challenging and difficult. Your efforts are truly appreciated and valued not only by us here at MSDE but by every student with whom you interact. While you may not always see immediate results, you make a

difference in the lives of each and every child. On behalf of these students, we offer you a deep, heartfelt thanks. In an effort to improve our programs, this newsletter will also contain tips on areas of concern that make themselves known in our community. For instance, it is imperative that you turn in all reports on time. Also, don't forget to add the 21st CCLC logo on information that you distribute. Some other common issues we face include challenges with evaluators - finding one and knowing what the guidelines are; how to keep middle and high school students in your program;

and ensuring a smooth invoice process.

We hope to address these topics and many others in the issues to follow.

*~ Kelly Costor,
21st CCLCs Coordinator*

Spotlight



This issue's spotlight shines on

Bess Rose, our Research and

Evaluation Coordinator for the Division of Student, Family, and School Support (DOSFSS).

Bess Rose earned her M.A. in Comparative Literature (Critical Theory) from the University of Buffalo. She expects to earn her M.Ed. in Measurement and Evaluation from Western Governor's University in October.

Bess has worked for MSDE in research and development since 2001. She began her work at MSDE as a research



assistant on a study of student mobility. From there she moved to DOSFSS in 2003 as a program evaluator for the character education grant. Now she supports 21st CCLC and Title I. The 21st CCLC support includes technical assistance for grantees and MSDE staff in fulfilling federal PPICS reporting requirements, overseeing the technical aspects of the external statewide evaluation, answering grantee questions about evaluations and data, and providing technical assistance to

prospective grantees in writing the research based, goals/objectives and evaluation plan for their proposals. And just in case she feels as if there is not enough to do, Bess can be located at the Johns Hopkins School of Education this fall beginning work on her Ed.D.

How does your program cost compare?

111 programs across six cities (Boston, Charlotte, Chicago, Denver, New York and Seattle) have yielded data that contributed to one of the largest and most rigorous studies of Out-of-School-Time (OST) costs of quality programs.

The Wallace Foundation commissioned The Finance Project and Public/Private Ventures (P/PV) to conduct this groundbreaking study. The participating programs varied widely in their focus, content, location, staffing, management and

hours of operation.

This program diversity translated into cost diversity. The primary drivers of these differences included program directors' choices, available resources and local conditions. The programs were selected from about 600 and included those that were in operation more than 2 years. Not included were summer-only programs. The funding averages did not include planning and start-up costs.

Findings include:

Among 70 OST programs serving elementary school and middle school (ES/MS) students, the full cost, per slot, during the school year averaged \$4,320 annually. That would be \$24 per day or \$7.40 per hour. Extended year summer programs for ES/MS students produced a lower cost even though more hours, per day, were typically offered than during the school year. For example, 8.7 hours per day versus 3.7 hours per day.

OST programs in the study typically relied upon three to five sources of funding.



"Ladies of Excellence has shown me how to have strength in some of the toughest situations in everyday life."

Shala, 9th grade, Great Mills High School; Bright Futures 21st Century Program

These types of summer programs could benefit from existing structures and staffing from the school year's expenses. And costs associated with facility usage were usually cheaper during the summer. Annually, summer slots ran an average of \$1,330. The daily cost was \$32 (at an average of 46 days) and the hourly cost was \$4.10. Teen programs usually offered less hours with the average

hourly cost for a school-year program at \$10 per slot, \$33 per day; and summer at \$8 per slot or \$44 per day. Staff costs were the primary cost drivers for OST programs, ranging from two-thirds to 50% of total program cost. There is a recognized tendency to focus on return on investment (ROI); however, policy-makers and funders are encouraged to not trend towards

ways to cut program costs with this type of information, but rather to gauge existing programs' capacity or to enhance programs to do more. For more information and to calculate your program costs using the OST calculator go to: <http://www.wallacefoundation.org/cost-of-quality/Pages/default.aspx>

Rev up your local evaluation with these tips

- First things, first. **Find a good evaluator**, preferably with experience in education data and language.
- **What will your evaluation be able to tell you about your program?** Challenges (*known and unknown*) in your program can be isolated by using a **formative evaluation** process. Using daily, weekly or monthly data you can evaluate if

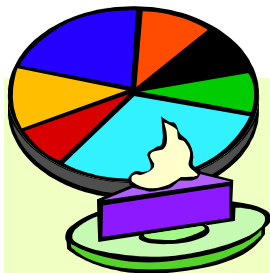
program milestones are being met; or if existing professional development is supporting staff goals. Formative evaluations can tell you if students are progressing, if schedules are working or if a mid-course correction needs to be made. Most programs already do a **summative evaluation**. This is the report that captures the year-end assess-

ment of your program. It can assist with decision-making as to which activities should be continued for the next year—or not. It is also used when ending a grant to show stakeholders the impact of your program on your targeted population and to determine if your program did what you said it would do.

By Bess Rose

Jot it down....

Lights On!
October 14, 2009



Evaluation cont'd.

- **What will your evaluation NOT be able to tell you about your program?** For example, without measuring participant's achievement or attitudes at the beginning of the program, you won't be able to determine how much student engagement has changed. If you do not compare your students in your program to similar students who have *not* been in your program you may not be able to attribute participants' success to your efforts.
- **Know your plan!** Include your evaluation plan in your steering committee meetings and stakeholder groups. Refer to it frequently. Viewing the evaluation process as belonging only to the evaluator can create missed opportunities to make sure your program is on the right track.
- **Who? What? When? Where? How?** Having a good evaluation plan included in your proposal will ensure that appropriate evaluation activities occur at the proper times. Once the program begins, you can't go back in time and collect pre-test data.
- **Be a scout and be prepared!** Think about potential barriers and challenges to your evaluation plan. Need to get student data? Then set up a written agreement with the target school. An evaluator may think the first week of school is an ideal time to collect survey

data on staff, but a meeting with the principal and faculty leadership may inform you both otherwise.

- Feel free to dust off the calculator and **check the evaluator's work.** If unsure about content, then ask for clarifications, corrections or revisions where necessary. *Do the math!*
- Develop your knowledge base. **Teach yourself** about the basics of program evaluation. Some good resources:

- The Evaluation Center at Western Michigan University (www.wmich.edu/evalctr/)
- GrantCraft—Evaluation Techniques Series Evaluation for CBOs (www.opportunitystudies.org/evaluation/)
- Joint Committee on Standards for Educational Evaluation (www.wmich.edu/evalctr/jc/)
- Planning an Effective Program Evaluation: A Short Course for Project Directors (www.the-aps.org/education/promote/promote.html)
- W.K. Kellogg Foundation Evaluation Toolkit Basic Guide to Program Evaluation (www.managementhelp.org/evaluation/fnl_eval.htm)

"McCoy: Shouldn't you be working on your time warp calculations, Mr. Spock? Spock: I am. (He resumes staring into space)".

~Tomorrow is Yesterday

"I like coming to clubs because instead of just sitting around... we do activities to help people."

Sean, Dream Team Boys and Girls Club, 21st Century Program



Network Exchange: Family involvement recap

A recent network exchange session among grantees discussed how to increase family involvement beyond family nights. Some ideas generated at the meeting included:

- Have parents offer enrichment activities
- Produce a family involvement calendar
- Create a photo journal project using

Take 15 literacy activities

- Have children interview family members
- Send a survey home by the child, asking "What do you need as a parent?"
- Host an end-of-year celebration with performances and certificates of appreciation for parent involvement
- Collaborate with the Title I parent liaison to identify needs & communicate opportunities to families
- Line dancing for parents and children
- Coordinate a "Secret Reader" program by inviting parents to come read to the group, unannounced to the children
- Coordinate home visits to connect with parents who are difficult to reach



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Division of Student, Family, and School Support
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The purpose of the 21st Century Community Learning Centers (21st CCLCs) is to create community learning centers that provide students with academic enrichment opportunities as well as additional services designed to complement their regular academic program.

Community learning centers must offer families of participating students literacy instruction and related educational development programs.

Proposed activities target students and families of students who attend schools eligible for Title I school wide programs or schools that serve a high percentage of students from low-income families.

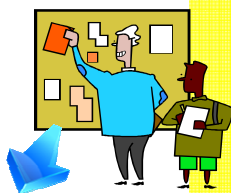
Questions? Comments? Suggestions?

Contact Kelly Coston, 21st CCLC Coordinator
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marylandpublicschools.org

We're on the web!

<http://www.marylandpublicschools.org/MSDE/programs/21centurycommunity/>

Graffiti Wall



6	5	1	8	2
3	4	1	7	6
9	7	4	8	6
5	6	4	3	1
2	8	3	7	3

Use a graffiti wall to build on that bit of time between collecting all of your children and starting your program, or winding down and waiting for pick-ups and bus loading. You can create a “**Number Knockout**” competition where students add, subtract, multiply or divide equations that must produce the same number, say, “23”. For example, $6 \times 4 - 1 = 23$ or $(7 \times 3) + 2 = 23$. They may cross out each number used on the graffiti wall until all possi-

ble combinations are exhausted or you may challenge them to come up with the most combinations per team.

Graffiti walls can be used to introduce a new topic, review school-based content or debrief field trips. All you need is a flat area to tape your poster-sized paper (use painter's tape for easy removal) and markers. If you don't have wall space, then grab a door, table chalkboard or even a window.

Adapted from “[Use That Book Seminar—Summer Style Webinar](#)”; Center for Afterschool Education; afterschooled.org. Offering on-demand, free webinars.

Martin O'Malley, Governor
Anthony Brown, Lieutenant Governor

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